Houde, A. M. Unit organization of literature in the secondary school. 1942

REFERENCE
Take From This Room

BOSTON UNIVERSITY
SCHOOL OF EDUCATION
LIBRARY

Ed.

The Gift of Anna Marie Houde

Thesis
Houde, A.M.
1942

Stored

FOR REFERENCE
Do Not Take From This Room

Houde, A.M.
1942
stored

BOSTON UNIVERSITY

SCHOOL OF EDUCATION

Thesis

UNIT ORGANIZATION OF LITERATURE IN THE SECONDARY SCHOOL

Submitted by

Anna Marie Houde

(B.S. in Ed., Bridgewater, 1936)

In partial fulfillment of requirements for

the degree of Master of Education

1942

First Reader: Roy O. Billett, Professor of Education

Second Reader: J. Wendell Yeo, Assistant Professor of Education

Third Reader: Edward J. Eaton, Professor of Education

Boston University
School of Education
Library

Last Author
School of Education
May 28 1942
22849

CONTENTS

Chapter	Page
I. REORGANIZATION OF LITERATURE IN THE SECONDARY SCHOOL	1
Problems	1
Changes essential in educational systems today	1
Need of simplification of terminology	1
Elimination of unessentials for economy of time	1
Effect of the definition of culture in education	2
Varying viewpoints concerning classics	3
Importance of individuals in the classroom	3
Extensive reading of juvenile literature a necessity	3
Importance of individual needs and interests	4
Variety of experiences offered in literature	4
Unit organization considered a possible solution	5
Psychological and logical organization	5
A plan for psychological organization	6
Personal Experiences	8

Chapter		Page
I.cont'd.	Ingenuity of the teacher a necessity	8
	Lack of desirable books and a duplicating device	8
	Need for filing facilities	9
	Funds needed for books	9
	Classification and circulation difficulties	9
	Dull and uninteresting books in the ninth grade	10
	Cooperation of the high-school librarian	11
	Overcoming pupils' dislike for reading	11
	Class decision concerning reading and book reports	11
	File for reading records	12
	Organization of a junior book club	12
	Provisions for library furniture	13
	Satisfaction from untiring efforts	14
	Acknowlegement by the author	14
II. LITERATURE IN THE SECONDARY SCHOOL		15
	Need of emphasis upon the learner	15
	Change in the teaching philosophy	15
	Purposes of literature today	16
	Demands of this modern world	16
	Interpretation and appreciation of literature	16
	Work reading and recreational reading	17

Digitized by the Internet Archive
in 2016

https://archive.org/details/unitorganization00houd

Chapter		Page
II.cont'd.	Weaknesses in reading ability	17
	Selection of reading materials for the secondary school	18
	Influence of College-Entrance-Requirements	18
	Literature for pleasure	19
	The problem of remedial reading	19
	Free reading by individuals	19
	Increasing enjoyment in books	20
	Guidance in reading	20
	Literature for adolescents	21
	Requisites for extensive reading	21
	Activities for the pupils	22
	Provision for individual differences	22
	Unit method of organization	22
	Maturity level of pupils a guide for teachers	23
	Classroom-laboratory situation	23
	Enjoyment of literature	24
	Psychological organization of subject matter	24
	Departure of the uniform textbook	25
	Development of reading interests	25
	Oral presentation of literature	26
	Reading in leisure time	27

Chapter	Page
II.cont'd. Progressive education in the classroom	27
III. LITERATURE UNIT FOR GRADE NINE	
THE WORLD WE LIVE IN	28
General statement of the unit	28
Delimitation of the unit	28
Indirect and incidental learning products	29
Unit assignment	30
Introduction	30
Core activities	31
Optional related activities	37
List of references	39
Materials	44
Examination	44
IV. RESULTS OF THE LITERATURE UNIT FOR GRADE NINE	57
Genuine interest in vocations	57
Nationalities of the pupils	57
Chronological and mental ages	57
Size of the families	58
Financial status of the families represented in the class	58
Achievement test results	58
Construction and administration of the objective test	59
Results of the pre-test	59
Procedure following the pre-test	59

Chapter		Page
IV.cont'd.	Reading habits of the class	59
	Reading materials for the unit of work	60
	Change in the purpose for reading by the pupils	60
	Pooling of experiences	61
	A typical example of work prepared freely by the pupils	61
	Interpretation of the re-test administered following the three week's study of vocations	62
V. TENTATIVE CONCLUSIONS		67
	Reading by pupils prior to the experiment	67
	Comments of pupils following the experiment	67
	Intensive versus extensive reading	68
	Unit organization as a solution to a major problem in the secondary school literature	69
SELECTED ANNOTATED BIBLIOGRAPHY		70
APPENDIX		73
	Key to the examination	74
	Personal reading record	75
	Personal vocabulary list	76

LIST OF TABLES

Table	Page
1. Size of the Families Represented in the Experiment	58
2. Summary of Scores on the Teacher-Constructed Objective Test before and after Study	63
3. Record of Achievement of the 20 Pupils Included in the Experiment	64
4. Results of the Teacher-Constructed Objective Test in Literature before Study	65
5. Results of the Teacher-Constructed Objective Test in Literature after Study	66

CHAPTER I

REORGANIZATION OF LITERATURE IN THE SECONDARY SCHOOL

Problems

Changes essential in educational systems of today.-- The rapid changes in our civilization have brought to the attention of educators and the general public the inadequacies of our educational system which has not kept pace with other environmental advances.

Many factors influence the condition of our educational system of today. Keen teachers have realized for many years that their classroom procedures have not produced the desired results. Efforts to improve have been made by some pioneers, but many still adhere to former standards and procedures.

Need of simplification of terminology.-- Terminology has been one of the greatest inconsistencies among progressive educators in the various fields of secondary-school education. Such terms as "fusion," "correlation," and "integration" have created confusion which could be avoided because an analysis of these terms shows a basic similarity of concept. One of the first things that we must do, therefore, is to simplify the terminology to be used.

Elimination of unessentials for economy of time.-- Today,

as never before, economy of time is essential in all phases of life. The tendency is to eliminate all unessentials. If advancement in secondary education is to keep in step with this rapidly changing world of ours, we must bear these facts in mind and cooperate with one another to a greater degree than we have in the past.

Effect of the definition of culture in education.-- The element of "culture" has been a stumbling block. At one time, the only education which was considered worthwhile was that education which produced ladies and gentlemen. This definition has changed considerably through the years. Today, culture is that which assists the individual to participate more intelligently in his total environment.

Many educators still adhere to the ancient definition of culture and have proved this in their classroom procedure which is based upon the subject matter or logical organization of materials presented to the pupils. Life experiences are ignored, and, as a result, pupils are not prepared to encounter real life experiences when they have completed the prescribed course of study in most secondary schools.

Our aim should be to teach meanings, insights, and skills directly with appreciation as a by-product. The psychological organization of subject matter can provide for these things through real and vicarious experiences involved in the activities.

Varying viewpoints concerning classics.-- If the past is worshiped, it is not possible to improve. Many secondary-school teachers, with the old idea of culture in mind, have insisted that the classics must be included in the English curriculum of the secondary school. However, most pupils have developed a distinct dislike for practically all literature because classics were forced upon them before they were able to comprehend them. All classics shouldn't be omitted, but only those pupils who care to should read them. The duty of the teacher is to select the best of the classics and make them available for those students who are capable of reading, understanding, and enjoying them.

Importance of individuals in the classroom.-- Education should bring us to face reality. The teacher must know her pupils. In the past, and in many instances at the present time, the teachers have disregarded individual differences and individual needs which must be considered if progress is to be made. Many suitable standardized tests are on the market, and capable teachers can construct their own. Along with pencil and paper tests, a personal contact with pupils is invaluable to the teacher as a first step toward successful teaching.

Extensive reading of juvenile literature a necessity.-- Besides knowing the pupils, a teacher must know the materials she will present to her classes, facts about the materials, and how to select materials intelligently. This prevents a teacher

from choosing a few literary selections to use with her classes continually. Incessant reading of a great deal of new as well as old literature will be involved in order to meet the needs of the classes and the individual pupils who will vary constantly. In this way, pupils and their needs and interests are placed in the primary position, and the English classroom will become a library situation through necessity.

Importance of individual needs and interests.-- Books wisely chosen and carefully read can provide a wider experience and develop a broader understanding of social situations. Individual needs and interests are of utmost importance in the literature classes of the secondary school. Intensive reading does not take individuals into consideration. As a result, progressive teachers have proceeded with extensive reading programs. Some have tried entirely free reading. As time goes on, the choice and taste of individual readers can be improved. Future reading habits will depend largely upon the influence of literature experiences in the school.

Variety of experiences offered in literature.-- If any teaching of English is to be worthwhile and effective, the results must extend beyond the classroom. In order to bring about this desirable situation, opportunities for a variety of experiences must be provided by the teacher when she organizes her literature curriculum. This can create, among boys and girls, increasing satisfaction in better and better books. News-

papers, magazines, radio programs, and motion pictures play an important part along with books, and these should also be made available to the pupils.

"In an English curriculum the guiding idea for both the builder and the user is the conception of the curriculum as a body of guided experiences paralleling present and future out-of-school experiences" according to W. Wilbur Hatfield.[1/]

Unit organization considered a possible solution.-- Many educational leaders in reorganization of curricula are in agreement that some form of unit organization is the most adequate way to provide guided experiences which will prepare pupils for real life experiences. Dr. Roy O. Billett[2/] defines a unit of learning as:

> " .... some definite change in the pupils' capacities for and tendencies toward behavior; and to the planned experience by means of which the teacher hopes the pupil will make a given recognizable and specified advance in the first sequence of the course, the term unit assignment is applicable, meaning a unit of guided and directed experience."

Psychological and logical organization.-- In a curriculum organized logically, topics are usually the basic foundation. When the psychological organization is decided upon, units and

1/ W. Wilbur Hatfield, An Experience Curriculum in English, A Report of a Commission of the National Council of Teachers of English, English Monograph No. 4, The National Council of Teachers of English, D. Appleton-Century Company, Inc., New York, 1935, p.9.

2/ Roy O. Billett, Fundamentals of Secondary-School Teaching with Emphasis on the Unit Method, Houghton Mifflin Company, Boston, 1940, p. 504.

unit assignments must be constructed.

A plan for psychological organization.-- A statement of the unit of learning should be composed of the teacher's goal stated in terms of changes which she desires to bring about in the pupils. This statement is for the teacher's use only and is usually briefly stated in declarative sentences.

A further statement of the lesser learning products is desirable in the form of declarative statements. These statements may be known as the delimitation of the unit. The pupils will not necessarily learn in the order that these items are listed as this delimitation will not be used by the pupils but will be exclusively a teacher's reference.

After the unit and the delimitation have been written by the teacher, the unit assignment must be planned. This will include carefully planned activities for the teacher and the pupils. These activities should be of a problem-solving nature to create questions in the minds of the pupils and to challenge them. All pupils will not necessarily begin at the same point, but they may proceed at their own rate of speed.

The unit assignment will include "core activities" and "optional related activities." The core activities should be planned so that all pupils may engage in some of them or all of them, while the optional related activities are related to the core activities to provide an opportunity for pupils to pursue that portion of the activities which is of particular interest

to them.

A bibliography is necessary for the pupils' use, and this will follow the core activities and become a part of the study guide sheets which will be distributed to the members of the class. The bibliography for the pupils should also include any other materials that would be helpful or instructive. A much more inclusive list of readings and materials may be prepared for the teacher's use. The study guide sheets should be comprised of the unit assignment (core activities and optional related activities) and the bibliography.

All units of learning should be preceded by diagnostic tests so that the teacher will have an opportunity to find out the necessary data concerning her pupils in order to conduct a more worthwhile learning unit. With this information at hand, the teacher will have a greater appreciation and realization of the knowledge and understandings of her class and the individuals in the class. Then she is ready to prepare the unit and unit assignment or revise it to fit her class needs as the case may be.

The next step involves an effective introduction of the unit of work and a discussion of the activity sheets with the pupils so that they may get some idea of the problems involved in the entire piece of work and prepare to proceed toward the conclusion of the unit at their own individual speeds. This overview must be challenging in part or in entirety to all

pupils if the work involved is to be of value and must be written in such a way that all pupils comprehend the statements and suggestions included in it.

When the unit assignment has been completed a test of some sort should be provided. The type of test will depend upon the kind of work included in the unit of work completed. Very often objective tests can be constructed, but oral tests and essay-type tests also have their places in this organization of subject matter.

Personal Experiences

Ingenuity of the teacher a necessity.-- Several years ago when teaching English in the eighth grade, the instructor found that she would have to rely upon her own ingenuity in order to procure items which are necessary in a progressive English classroom.

Lack of desirable books and a duplicating device.-- A few sets of rather antiquated books with which to begin the work were available. If new books were desired, not in sets, some method of earning them had to be discovered due to a limited budget. One class expressed a desire to publish a school newspaper. This was started, and the popularity of the publication developed the paper into a monthly publication. Pupils were willing to pay two cents a copy for this. At first, a very old hand duplicating machine was used to print the newspaper. This was unsatisfactory. Then a mimeograph machine, which had really

passed the useful stage, was tried. As those in authority saw the need for something more modern, the school was provided with an excellent machine after the second edition of our monthly newspaper.

As soon as the satisfactory duplicating device was available, a great many materials were prepared which were needed to use with the classes in the various phases of English.

Need for filing facilities.-- Before long, the lack of filing facilities was realized. By that time, a small sum of money acquired from the sale of the class newspaper was on hand. With this money in mind, a request was made for some sort of filing cabinet. The funds were used to purchase a secondhand filing cabinet.

Funds needed for books.-- A majority of the pupils did very little reading unless under compulsion. The outstanding reason for this was a lack of books which were suited to the various abilities and interests of the pupils. Once more the very small newspaper fund was a refuge. The authority was granted to purchase books which pupils would enjoy reading. After searching through bargain counters, about twenty-five inexpensive volumes were obtained.

Classification and circulation difficulties.-- Next came the problem of a circulation system for the books in the small classroom library. There was no money for classification items. Using a large roll of paper that was found in the building,

pockets were made and pasted into the backs of the books. After a trip to the print shop, some discarded materials were found and cut to the desired size. The appearance of the book cards was planned and the duplicating machine was used to prepare these. Catalogue cards were also provided by the print shop, and a title card and an author card were prepared for each book. "Date Due" slips were duplicated and pasted into the backs of the books.

For a short time, catalogue cards were kept in a cardboard box. Before very long, a small catalogue file was found in the building. As the teacher who had this file had no use for it, she gladly donated it to the library.

Dull and uninteresting books in the ninth grade.-- The next year the ninth grade English classes entered. Many dull and uninteresting books were available for use with these pupils. The books were accepted as good literature, but they were not suited to the needs and interests of the pupils who were supposed to use them.

A brief time after the classes opened that year, the pupils in grades seven, eight, and nine requested a school newspaper rather than a class newspaper. A staff comprised of representatives from all classes was elected, and the publication was launched for a second year. As a result, more books were purchased. Then a library shelf situation was needed. Following a request, a very satisfactory bookcase that was made

in the school by pupils in the ninth grade was received.

Pupils were thus provided an opportunity to experience the work of the librarian, and they enjoyed this practical experience due to their interest in vocations. They also had actual experience in using the library and the assistance afforded by a library.

Cooperation of the high-school librarian.-- As time went on, the appearance and content of the school paper improved. The pupils requested a printed paper because a print shop was located in the school building. This entailed many changes, but during that year, three issues of the improved paper were published. By that time, many single copies of books rather than sets were ordered, and the high-school librarian, who was sympathetic and understood the problem, selected many excellent books for the class library.

Overcoming pupils' dislike for reading.-- During the fourth year, many other problems appeared. Many pupils were not reading freely in their leisure moments. The desired result was not being attained. An experiment was tried. One reason why many pupils did not read freely was their dislike for the inevitable book reports. Written reports and then individual oral reports with charts representing the books read by the various pupils were tried. Even these were not entirely satisfactory.

Class decision concerning reading and book reports.-- At the beginning of the fifth year, books and book reports

were discussed with the classes. They decided that all pupils should make an effort to read at least one book each month. The reading was to be done without compulsion, and formal book reports were omitted. In place of book reports, occasional book periods were conducted in which, in a very informal way, books that had been read were discussed. The first period of this kind was held in December, and the interest and enjoyment were strikingly obvious. Previous to this period, pupils had been told not to read anything that they did not enjoy reading. The suggestion had been made, however, that they should select books from the classroom library or from the shelves containing high school books at the public library. Occasionally pupils brought personal copies of books to the instructor for approval. In this way, the limitations were not objectionable.

File for reading records.-- In order to keep some record of the books that were read, a decision was made to keep individual reading cards in one drawer in the file for catalogue cards. Each pupil wrote his own name and division on his card. As each one finished reading a book, he recorded the title, author, and the date when the book had been read completely.

Organization of a junior book club.-- An announcement came about a junior book club. This club was organized for all those pupils who cared to join. The club offered books at thirty cents each. Each member was allowed to select one book from five each month. If he wanted more than one, that was permissible too.

After four consecutive months, one book was given to each pupil by the book company. The books proved to be very satisfactory in every way, and the pupils started their own personal libraries. With the small book fund that was left, four books were purchased from the club so that one free copy was received along with the four for the classroom library.

Provisions for library furniture.-- As additional books were acquired, the bookcase ceased to be adequate for the needs. Built-in shelves were requested, but only a promise was obtained. A fireplace was in the room at Christmas, and instead of dismantling it as usual, it was used as a shelf until better facilities could be obtained. The red brick paper in the fireplace brightened the library carner to such an extent that it became a part of the library furniture.

A stand or small table was needed for the unabridged dictionary. A desk that was not being used was removed by the janitor so that the dictionary could be placed on it in the library.

A very fine bulletin board was located at the back of the room, but one was needed in the library corner. As the existing bulletin board couldn't be transferred, other schemes were tried. Book jackets had been saved. These were pasted on large sheets of brown kraft paper. When the kraft paper was glued to the blackboard, they gave the appearance and served the purpose of a bulletin board. One of the boys printed a sign, "HOW MANY

BOOKS HAVE YOU READ?". This sign and several posters were added to give the library a more finished appearance.

Satisfaction from untiring efforts.-- Although difficulties prevailed, the effort proved to be worthwhile. Pupils are reading because they want to! Some have read fifteen or twenty books while others have read only three or four, but all are reading without compulsion of any kind, and they are ENJOYING this wise use of leisure time.

Acknowlegement by the author.-- Prior to preparing this thesis, the writer read "Fundamentals of Secondary-School Teaching" by Roy O.Billett and took courses entitled "Reorganization of Secondary-School Curricula" and "Unit Assignment in Secondary Education" under the direction of Dr. Roy O. Billett at the School of Education at Boston University. Both the book and the courses mentioned have influenced the terminology used and the principles discussed by the author in this thesis.

CHAPTER II

LITERATURE IN THE SECONDARY SCHOOL

Need of emphasis upon the learner.-- As a result of the rapid increase in secondary-school enrollment, teachers are confronted with an increasingly wider range of interests, needs, and abilities among the pupils. The emphasis upon the learner, rather than upon the subject matter to be taught, is growing continually. Pupils must be directed in their studies so that they will become more self-reliant while attending school in order to become more intelligent and valuable members of real-life groups when they leave the secondary school.

Change in the teaching philosophy.-- As the world changes, teaching methods must be modified. In the past, when literature was taught primarily to give the pupils a knowledge of the various literary types, all pupils in a given class read the same masterpieces intensively. Today, extensive reading by individuals is preferred in order to increase the vicarious experiences of the readers and develop better reading habits. The guidance of a competent teacher is essential if the type of reading done by the pupils is to improve. The curriculum employing the latter philosophy in teaching is commonly called the experience curriculum.

Purposes of literature today.-- Dora V. Smith has said,[1]

"The following purposes of literature and general reading are uppermost in the minds of educators today:

1. Reading widens the range of one's thought and observation.
2. It widens the range of one's participation in the affairs of men.
3. It elevates one's thought.
4. It enables one to see with the eyes of those who have seen most clearly and to feel with the hearts of those who have felt most deeply.
5. Reading awakens the interests of men.
6. It is itself a mode of living."

Demands of this modern world.-- The modern world demands interest and understanding of many peoples and nations. As direct contacts are impossible for the majority, vicarious experience through reading is the best substitute. The influence of books is great, and when books are carefully chosen and read under the supervision of a superior teacher, the pupils become acquainted with a great variety of human beings. The extensive reading program provides contact with people and places previously unknown, and thus the vicarious experiences develop an improved understanding of human nature.

Interpretation and appreciation of literature.-- In literature, the writer brings experiences to the reader, and the teacher of literature must show the pupils how their own experiences will help them to interpret and appreciate the experiences communicated by the author. In the secondary school, literature should provide for an extension of the interests and under-

1/ Dora V. Smith, Instruction in English, Bulletin, 1932, No.17, National Survey of Secondary Education, Monograph No.20, United States Government Printing Office, Washington, 1933, p. 43.

standings of the pupils, and it should also develop in the pupils the ability to evaluate literature in order to continue reading through self-direction. Spaulding said,[1]

> "English aims to develop in boys and girls the habit of seeking enduring satisfaction in progressively better books, through which their experience may be enriched, their sense of spiritual values deepened and their aesthetic interests both broadened and refined."

Work reading and recreational reading.-- Work reading is the type of reading which involves practicing fundamental skills, while recreational reading should not be burdened with skills because its purpose is to provide satisfaction and enjoyment. Reading should not be taught as isolated subject matter. All teachers in all fields of education must cooperate in order to develop in pupils the ability to interpret the printed page because intelligent reading and interpretation are necessary in practically all phases of education.

Weaknesses in reading ability.-- Many educators assume that by the time a pupil has completed the first six grades of school, he has learned to read. As teachers who have taught in the secondary school know, this is not usually true. In fact, a great many pupils are handicapped by their lack of ability to read. The teacher must know the causes of reading difficulties if she is to consider specific deficiencies of individuals and

1/ Dora V. Smith, Evaluating Instruction in Secondary School English, English Monograph No. 11, National Council of Teachers of English, Chicago, 1941, p. 2.

the more general phases of reading ability within her classes in order to attain any noticeable degree of progress.

Selection of reading materials for the secondary school.-- Literature in the secondary school presents a very serious problem for reorganization. The success of our teaching procedures may be judged by what our pupils read of their own free will when they leave us. Too often, the pupils forced to read selections in school that were not suited to their abilities, interests, and needs have turned to reading outside the school which is undesirable. The duty and responsibility of the teacher is to examine the existing facts carefully and to adjust the teaching procedures to rectify errors that have been made in the past. Books have been offered to pupils in the secondary school with little regard for the pupils who were to read them. Teachers must remember that pupils in the secondary school do not necessarily agree with adults and literary critics concerning the selections which the latter consider of great literary value. When secondary-school pupils are required to read materials which their teachers feel that they should read at their age level, regardless of individual abilities, needs, and interests, the result is often discouragement and failure for the pupils.

Influence of College-Entrance-Requirements.-- Many teachers who present classics that are ill-suited to the interests and abilities of the groups to be taught use the College-Entrance- Requirements as an excuse for such procedure. How-

ever, even this excuse is failing now because in most instances such examinations do not set any single requirements for everybody. Instead the trend is toward wider reading so that choices may be made from several selections. At any rate, the College-Entrance- Requirements bear little weight because these requirements are for the few who plan to attend college rather than for the majority who have no intention of attending college.

Literature for pleasure.-- The immediate aim of literature should be pleasure. Books not suited to individuals cannot provide pleasure for those individuals regardless of the literary value of the selections. Teachers should become familiar with good literature for juveniles, and this will involve continual reading of this type of literature in order to provide constantly for the growth of the pupils. The teacher's responsibility is to find the place of literature in the life of the students because the experience of the reader is the most important factor in understanding what is read.

The problem of remedial reading.-- Remedial reading is a real problem, but it has no justification. Each child should be taught to read and understand up to his or her ability. Remedial reading belongs to the small group whose skills and abilities are below what might be expected of the average age and ability in the particular class. Remedial reading requires individual instruction. We need better teaching of reading and literature to overcome the present need for remedial reading.

Free reading by individuals.-- The prevalent trend today is that of free reading which allows pupils to read in school what they enjoy reading at home. The duty of the teacher is to become acquainted with the individual tastes and to assist the pupils in subsequent selections of literature so that there will be similar appeal but improved literary merit. The extensive reading program will enrich experience, extend interests and understanding, and form the habit of reading literature which is acceptable according to content and style, whereas, the intensive reading program fails to do this.

Increasing enjoyment in books.-- When free reading is conducted, pupils should begin where they desire to. Gradually, the teacher can very successfully develop values and attitudes concerning literature and lead the pupils to more intelligent consideration of literature without compulsion. In this way, one of the major purposes of teaching literature which is to develop among boys and girls an increasing enjoyment in better and better books may be more efficiently achieved.

Guidance in reading.-- Unless pupils are guided in their reading, they are apt to acquire interest in second-rate writers not knowing that good writers can be thrilling and interesting at the same time. Guided free reading, which involves a very brief record of all reading, informal discussions about what is read, permission to return uninteresting books without completing them, and references to book-reviews for juveniles, aids

immeasurably in developing a desire to read and establishing genuine enjoyment from reading, while required reading, books looking like textbooks, books with fine print, and books beyond the comprehension of the pupil suppress practically all desire to read.

Literature for adolescents.-- If extensive reading is to accomplish the desired results, teachers of English must acquaint themselves with literature for adolescents in order to guide them efficiently, and a new procedure must replace the old question-and-answer method. Opportunities must be provided for informal discussion in the classroom to arouse interest and form standards for judgment. Individual conferences and library situations in the classroom are essential if the goals of extensive reading are to be attained. The knowledge of the teacher and the ability of the pupils will influence the degree to which such a program will succeed.

Requisites for extensive reading.-- Today, more than ever before, extensive reading is necessary, and this requires the ability to read rapidly and accurately. Extensive reading involves a more rapid reading of a larger amount of literature, while intensive reading involves a detailed study of one piece of literature. All teachers of secondary-school English must consider the individual pupils and provide selections which will take individual differences into consideration and assist individuals in a reading program which will make continual

growth throughout the secondary school possible. Literature must be experienced by the individual in connection with his own interests, and literature experiences should contribute to better living. The wide variety of reading purposes in life today demands careful and efficient attention to the development of reading skills.

Activities for the pupils.-- Activities in the experience curriculum can be carried on only to the degree to which the student has the ability to use the English language. Many activities include art and handicraft skills which stimulate interest among the most adept pupils in these fields. Such activities are valuable as long as they remain incidental to the extensive reading of books which is the primary aim.

Provision for individual differences.-- The provision for individual differences is one of the greatest problems of curriculum revision in English. No pupil should be asked or expected to do that which is practically impossible for him to accomplish. Unit organization provides for individual reading methods, classroom libraries, and programs of free reading so that the teacher may care for the varying interests and abilities in the classes.

Unit method of organization.-- The unit method is becoming the prevailing procedure in instruction throughout the United States. This provides an opportunity for both the teacher and the pupils to read many selections and then compare them in

group discussions. Less emphasis is placed on detail and increased emphasis is placed on laboratory procedures.

Dora V. Smith has said,[1/]

> "Those teachers using long-time unit assignments or projects were obviously securing better motivation and better results than those proceeding on the daily assignment plan."

Maturity level of pupils a guide for teachers.-- Books presented to pupils must be suitable for their maturity level in reading. One of the most effective motives for reading is a desire to find out more about things in which the individual is interested at the present time. An efficient teacher finds the interests of the pupils and then provides books containing information about the interests. Wide variations in reading abilities exist among pupils within a given grade. One uniform textbook cannot and does not provide for individual differences, while psychologically organized units and unit assignments can do this very effectively.

A slow child can and will read extensively if he is given material to read that interests him. In presenting a great deal of easy reading matter, the teacher will provide reading opportunity for increased reading skill, added vicarious experiences, and an interesting, worth-while leisure activity.

1/ Dora V. Smith, op. cit., p. 154.

Classroom-laboratory situation.-- The traditional classroom must be replaced by a classroom-laboratory situation to make the extensive reading program possible. Instead of desks and chairs fastened securely to the floor, there will be movable chairs and tables, reference materials, quantities of reading materials for varying abilities, a small stage, bookcases, pictures, maps, charts, exhibit cases, and bulletin boards.

Enjoyment of literature.-- Literature must be made vital to all pupils so that boys interested in farm work and life won't be forced to study Shakespeare critically and subsequently question the justification of such analysis of the classics. Gradually the old habit of insisting that all junior-high school pupils read the same literary selections is being replaced by a variety of plans in the free reading movement. Less time is being spent on the detailed analysis of literature, and literature is being read under normal reading conditions. The stress is upon enjoyment of reading and character development rather than excessive study of literary technique and form.

Psychological organization of subject matter.-- One of the most effective methods of organizing material to be taught is the psychological organization. First the teacher must know the pupils -- their interests, needs, and abilities. Then the teacher must know the subject matter. The two factors must be considered jointly before the teacher attempts to plan any teaching procedures.

The psychological organization of subject matter is based

upon the nature and needs of those who are to be educated. The physical, mental, and emotional developments of the students are taken into consideration,and provisions are made for continual growth changes.

The psychological organization considers the individual of primary importance. Therefore, the teacher must know and deal with pupils as individuals, not as groups or classes. The individual needs, interests, and abilities are the basis for educational procedures in this type of organization.

Departure of the uniform textbook.-- Teachers of today find it necessary to use newspapers, magazines, photoplays, and many books in teaching literature in place of the traditional uniform textbook for all pupils. The unit method is aiding considerably in combining the so-called outside reading with the regular literature course of study. However, much needs to be done to provide problems which stimulate individual opinion and to relate the materials to the experiences of the pupils.

Development of reading interests.-- Reading interests may be developed if they do not already exist. The following are a few suggestions which the writer has found successful in the classroom:

1. The pupils and the teacher may briefly and informally discuss interesting books.
2. Characters and situations in books may be compared with real people and situations.

3. Juvenile book reviews may be read and discussed.
4. Exhibits using colorful book jackets and summaries of books may be prepared.
5. Portions of interesting books may be read.
6. Individual aid may be given to pupils in the selection of books from the library.
7. Each pupil may keep a record of what he reads so that he may recommend the best selections to his fellow-students during occasional, informal book hours.
8. Charade contests may be conducted.
9. Annotated book lists may be found on the market today and may also be prepared by the pupils.
10. Interesting juvenile books may be made accessible in quantities for the pupils to allow for free choices of selections.
11. Attractive editions of juvenile literature may be obtained.
12. Pupils who have read and enjoyed books may dramatize interesting parts for the rest of the group.

Oral presentation of literature.-- With low groups, the skillful story-teller is invaluable, and the oral presentation of literature is becoming essential in many parts of the country. Visual aids have their place and popularity in literature procedures, and the oral interpretation of literature by many, rather than by the few, is growing by means of little theater

groups in the school.

Reading in leisure time.-- The teacher who can successfully lead pupils to appreciate worth-while literature contributes greatly to their future enjoyment and provides for a wise use of present and future leisure time.

Spaulding points out,[1]

> "The things boys and girls know and think and feel and are interested in when they leave the secondary school reflect directly and significantly the inadequacies of their schooling."

Progressive education in the classroom.-- Although progressive methods are being discussed, the average classroom in the United States has not been effected to any great degree. The need for change of procedure is obvious, and curricula adjustments which are psychologically sound and adapted to the needs and interests of American youth today must be made. Here is a vital challenge for all teachers of secondary-school English.

1/ Dora V. Smith, op.cit., p. 1.

CHAPTER III

LITERATURE UNIT FOR GRADE NINE

THE WORLD WE LIVE IN

I. GENERAL STATEMENT OF THE UNIT:

Employers, as a rule, seek a person who has the qualities and the experience the job demands and the one who will be most interested in his work. Therefore, it is essential for each boy and girl to learn about the world of work before selecting a career for life in order to prevent disaster in his future.

II. DELIMITATION OF THE UNIT:

1. Every individual must examine himself critically and study the work of the world to decide the kind of activity he enjoys most and the occupation to which this free activity is most nearly related.

2. A high school education is demanded more extensively by employers as time goes on.

3. The average man or woman who has graduated from high school has a greater earning power than one with less education.

4. Visiting the world at work is desirable before deciding upon a career, but as most people cannot do this

to any great degree, vicarious experiences achieved through reading and interviewing those who have made a success of their lives are satisfactory substitutes.

5. A knowledge of the kinds of occupations available to men and women and the educational requirements for these occupations is invaluable in assisting in the evaluation of oneself in relation to a particular career.

6. Experiences of successful men and women are inspirational and helpful to the inexperienced person and may be attained through real or vicarious contacts.

7. In a world as complex as ours, each individual should decide upon at least one specific field of endeavor and several allied fields for which he will prepare himself to combat the possible lack of employment due to the keen competition which exists.

8. Personality is a factor that greatly influences success in a vocation.

9. Personal appearance may mean success or failure in one's work.

10. The average employee exists, but the better than average employee or the one who excels in his vocation advances at every opportunity.

III. <u>INDIRECT AND INCIDENTAL LEARNING PRODUCTS:</u>

1. An appreciation of the vast number of occupations available.

2. An interest in vocations of other people.
3. Ability to evaluate one's own strengths and weaknesses.
4. Ability to form a judgment after extensive research on the subject at hand.
5. Ability to know when to scan and when to peruse in reading.
6. Ability to accept sound advice from successful people.
7. An attitude of wanting to do one's best at all times.
8. Increased satisfaction derived from reading worthwhile literature.

IV. UNIT ASSIGNMENT:

A. Introduction:

Last year you boys and girls had to select the course that you would take this year in the ninth grade. In order to do this, it was necessary for each one of you to decide first of all what you would like to do in order to earn your living.

Discussion questions:

1. What kind of work do you think you would enjoy most?
2. Why do you think you would enjoy this particular kind of work?
3. Is it always possible to find exactly the kind of employment you desire?
4. Keeping that fact in mind, what should you

plan to do between now and the time when you graduate from high school?

5. What other fields of work are available to you?

During the next three weeks, we shall have an opportunity to learn a great deal about vocations. Some of you may be able to interview friends of yours who have succeeded in the work that they are doing. All of us will find a great deal of interesting material in newspapers, magazines, and books that we may read about vocations.

B. Core activities:

(These will be distributed in mimeographed form to the pupils following the introduction.)

1. Read this study and activity guide carefully. Check the items listed here that interest you most. If there is anything else that you would like to do, write your suggestion on a slip of paper, and submit it to the teacher as soon as possible.
2. Read the booklet, "Will It Pay Me to Go to High School?," by Thomas Sanders in order to decide whether or not it is wise to seek an education beyond the ninth grade.
3. Scan "Careers Ahead" by Cottler and Brecht to get a bird's-eye-view of the world at work before

deciding what you want to do to earn your living. Peruse those sections that are of special interest to you.

4. Read chapter eight in "A Girl Grows Up" by Ruth Feddler or chapter thirteen in "A Boy Grows Up" by McKown and LeBron to find some helpful suggestions in regards to your qualifications for work.
5. Read the portions of "Careers for Women" by Catherine Filene and "Careers for Men" by Edward Bernays which discuss the vocations that interest you most.
6. If you are wondering whether or not you should attend college, "Does a College Education Pay?" by Irving A. J. Lawres will help you to make a decision.
7. "Your Career," a pamphlet published by the Coca-Cola Company, contains a series of articles written by men who have made a success of their own careers. Read this booklet of many interesting and actual experiences.
8. Many occupational, educational, and social opportunities are to be found in "Your Future." See the issues from January to May, 1939. Scan all of them. Peruse the articles that are pertinent for you.

9. If after your reading you feel that it will or will not pay you to go to high school, prepare a short talk to be given in class presenting reasons why you feel as you do about a high school education. If you are able to find someone in the class to take the opposite stand, an interesting debate might be developed.

* 10. Keep a record of all your reading on the sheet labeled "Reading Record." Ask the teacher for supplementary sheets when you need them.

11. After reading about many occupations, list and label three of them as follows:

    My first choice:

    My second choice:

    My third choice:

    Briefly write why you selected these in this order.

12. What are the qualifications that you must have in order to fill the positions you have listed under activity 11? Write a brief summary.

13. Does personal appearance effect the degree to which an individual succeeds in his vocation? Work with a group of your friends on the above question. A dramatization of various working situations might be a very effective way to

* See page 75.

present this problem to the entire group. Base your work on the readings you have completed.

14. What is personality?

    Does personality effect your vocational success? With a group of your classmates, prepare a discussion to be presented to the class.

15. Interview some friends of yours who have succeeded in their work. Report the results of your interview to the class. Perhaps you could reproduce the interview in the classroom with one of your classmates.

    Before planning your interview, refer to the information contained in our conversation unit concerning interviews.

* 16. Keep a record on the "Personal Vocabulary List" of all terms that are new to you.

17. When you have completed activities 11 and 12, read as much as you possibly can concerning these occupations.

18. Plan a personal exhibit in any form that you desire concerning your chosen vocation. Make this work helpful for yourself and others who may be interested in the same occupations. Educational and personal qualifications, salary to be expected, possibilities for advancement, illustrations, and

* See page 76.

results of interviews as well as reports based on your readings would be very worth-while.

19. If it is at all possible for you to visit where people are actually doing the work that you would like to do, make an appointment to do this via telephone or letter to the person in charge. Then report your findings and reactions to our class.

20. What important people are doing the kind of work that you would like to do? Read all you can about these people to find why they are successful so that you may follow in their footsteps.

21. Our bulletin board can be very interesting and instructive. If you care to be on the bulletin board committee to acquire extra credit for this additional work, speak to the teacher within the next day or two.

22. Prepare a set of rules with a group of friends for attaining success in the vocation that interests you.

23. In the public library, there is a collection of new books for boys and girls of your age. Each book has "Y" (meaning YOUTH) on the back binding. There are some excellent books there. Look them over to see whether or not they will be helpful to you.

24. Read the entire list of references, and check those that look interesting to you. Double check those that you actually read.

References may be borrowed for overnight only. They may also be used each day during class time. See the teacher when you desire to borrow materials.

Be sure that you scan all the envelopes of materials which are classified according to occupations. Peruse those of special importance to you. People who return materials to the correct envelopes will be helping others who desire to use them later.

25. If you find that you read considerably slower than other pupils in the class or that you don't seem to be enjoying the reading that you are doing as much as other pupils are enjoying theirs, see your home room teacher or the school nurse to have your eyes tested. Perhaps the correction of a simple eye defect would change the speed and enjoyment in your reading.

26. All materials that are brought in to supplement and to be added to our growing collection in the envelopes on vocations will be gratefully accepted, and the donors will receive additional credit for their interest.

27. The amount of reading and research that you do

during the next three weeks will determine your success in this unit of work.

C. Optional related activities:

1. If you are planning to go to school beyond high school, investigate places that you might attend. Write to these educational institutions requesting a copy of their catalogue which contains the entrance requirements and expenses that will be entailed while attending to complete your education there. Now is the time to prepare yourself for further education.
2. With a group of your classmates who have decided upon vocations different from the one that you have selected, plan a group discussion which will include reasons for your selection and information concerning the various vocations.
3. Are there any civil service examinations which you might prepare for to improve your possibilities for success and advancement in the vocation that you desire to follow? Check the lists and announcements on the bulletin boards at the public library and our reference books.
4. What is the civil service?
   You may find information on this by referring to the card catalogue at the public library.

Check through the subject cards. Refer to the library unit for types of catalog cards and how to use the card catalogue. Additional information may be found in our reference materials.

5. Make a collection of pictures and clippings concerning your chosen vocation. If you cut any newspaper or magazine, be sure to ask permission before you do this.
6. If there is a group of pupils who would like to prepare the work of the entire class for a school exhibit before we finish this unit of work, see the teacher during the second week of our work.
7. Prepare a set of slides to portray the occupation that you are planning to pursue. Plan a lecture to accompany these slides. Perhaps these could be presented in the assembly hall for the entire ninth grade.
8. Read about several people who have succeeded in the vocation that you have selected. Write brief biographical sketches of the lives of these successful people explaining why you think that they have succeeded.
9. Interview one person who did not complete high school, and also interview one person who did complete high school. Ask for their honest

opinion concerning the value of a high school education. Be sure to interview people who will be serious about this question and people who have been out of school for at least five years.

10. Do competition and cooperation play important parts in the world of work? Discuss this question with some pupils in the class. Sight actual examples.

11. Write a description of the duties you would pursue during a typical day if you were actually working at your chosen occupation.

12. Prepare an article for our school paper concerning your chosen vocation. Make this vital and interesting so that people will want to investigate further after reading your brief discussion. Check with your teacher concerning the techniques which are peculiar to newspaper writing.

D. List of references:

American Education Press, Inc., Your Future, Opportunities--- Occupational, Educational, Social, (January 16- May 19, 1939) New York, 1939.

Anderson, H. Dewey, and Davidson, Percy E., American Job Trends, Science Research Associates, Chicago, 1941.

Andrews, Mary Raymond Shipman, A Lost Commander: Florence Nightingale, Doubleday, Doran and Company, Inc., Garden City, New York, 1929.

Berge, Victor, and Lanier, Henry W., Pearl Diver, Doubleday, Doran and Company, Inc., Garden City,

New York, 1930.

Bernays, Edward L., Careers for Men, Garden City Publishing Company, Inc., New York, 1939.

Bok, Edward, A Dutch Boy Fifty Years After, Charles Scribner's Sons, Boston, 1921.

Boylston, Helen Dore, Sue Barton, Student Nurse, Little, Brown, and Company, Boston, 1939.

Brown, Jean Collier, Household Workers, Science Research Associates, Chicago, 1940.

Carlisle, Norman V. and McFerran, Doris, Civil Service Careers for Girls, E.P. Dutton and Company, Inc., New York, 1941.

Coca-Cola Company, Your Career, 1940.

Crook, Wilbur F., Do You Want to Become a Banker?, Frederick A. Stokes Company, New York, 1939.

Curie, Eve, Madame Curie, Doubleday, Doran, and Company, Inc., New York, 1939.

Davis, Shelby Cullom, Your Career in Defense, Harper and Brothers, New York, 1942.

Donovan, Frances R., The School Ma'am, Frederick A. Stokes Company, New York, 1938.

Fenton, Alfred H., Dana of the Sun, Farrar and Rinehart, Inc., New York, 1941.

Filene, Catherine, Careers for Women, Houghton Mifflin Company, Boston, 1934.

Fishbein, Morris, Do You Want to Become a Doctor?, Frederick A. Stokes Company, New York, 1939.

Fleishman, Doris E., Careers for Women, Garden City Publishing Company, Inc., New York, 1939.

Gibbs, Blanche L., and Adams, Georgian, Shirley Clayton, Secretary, Dodd, Mead and Company, New York, 1941.

Graham, Frederick P., and Cleveland, Reginald M., Young America's Aviation Annual, Robert M. McBride and Company, New York, 1941.

Hall, Anna Gertrude, Nansen, Viking Press, New York,1940.

Hall, Marjory, Success in Reserve, Houghton Mifflin Company, Boston, 1941.

Hepner, Harry Walker, Finding Yourself in Your Work, D. Appleton-Century Company, New York, 1937.

Hornung, J.L., Radio as a Career, Funk and Wagnalls Company, New York, 1940.

Hubler, Richard G., Lou Gehrig, Houghton Mifflin Company, Boston, 1941.

Jordanoff, Assen, Flying and How to Do It!, Grosset and Dunlap, New York, 1940.

Keller, Helen, Midstream, Sun Dial Press, Inc., Garden City, New York, 1937.

Kelley, Robert F., Press Box, Dodd Mead and Company, New York, 1940.

Klinefelter, Lee M., Medical Occupations, E.P. Dutton and Company, Inc., New York, 1938.

Lansing, Elizabeth, Nancy Naylor, Air Pilot, Thomas Y. Crowell Company, New York, 1941.

Leuck, Miriam Simons, Fields of Work for Women, D. Appleton- Century Company, New York, 1938.

Leyson, Burr W., Photographic Occupations, E.P. Dutton and Company, Inc., New York, 1940.

Lindbergh, Charles A., We, Grosset and Dunlap Company, New York, 1928.

Lingenfelter, Mary R., and Kitson, Dexter H., Vocations for Girls, Harcourt, Brace and Company, New York, 1939.

McHugh, Fred D., How to Be an Engineer, Robert M. McBride and Company, New York, 1941.

McKown, Harry C., and LeBron, Marion, A Boy Grows Up, McGraw-Hill Book Company, Inc., New York, 1940.

Martin, Alice, Paper, Whitman Publishing Company, Racine, Wisconsin, 1940.

Meader, Stephen W., T-Model Tommy, Harcourt, Brace and Company, New York, 1940.

Melcher, Daniel, Young Mr. Stone, Book Publisher, Dodd Mead and Company, New York, 1939.

National Association of Manufacturers, At School-- Not at Work, New York, 1937.

_____, Farm and Factory-- Building America, New York, 1941.

_____, The Freedom We Defend, New York, 1941.

_____, The Future in America, New York, 1937.

_____, Inventive America, New York, 1941.

_____, Our Material Progress, New York, 1941.

_____, Pattern of Community Progress, New York, 1941.

Norcross, Carl, Getting a Job in Aviation, McGraw-Hill Book Company, Inc., New York, 1938.

Penfield, Thomas, America on Guard, Rand McNally and Company, Chicago, 1941.

Pruette, Lorine, Working with Words, Funk and Wagnalls Company, New York, 1940.

Reader's Digest Association, Inc., The Reader's Digest, New York.

Brandt, Carl, "A Lesson in Nettle-Grasping," December, 1941.

Coffin, Robert P., "The Most Unforgettable Character I've Met," February, 1942.

Cronin, A. J.,"Reward of Mercy," September, 1941.

deKruif, Paul, "These Millions Need Not Die," December, 1941.

Holbrook, Stewart, "Glamour Boy of the Big Timber,"

December, 1941.

Hyde, Fillmore, "A Plane for Every Garage," January, 1942.

Keiffer, Elaine B., "Princess of the Beauty Business," September, 1941.

McEvoy, J.P., "She Happens on Ice," November, 1941.

Miller, Lois M., "New Skin for Burns," November, 1941.

_____, "Sister Kenny vs. Infantile Paralysis," December, 1941.

_____, "Surgeon's Progress," September, 1941.

Murphy, John Allen, "Business Hangs Out the Welcome Sign," February, 1942.

Ratcliff, J. D., "Eastman's Magic Wand of Research," September, 1941.

Scully, Michael, "Pan-America's Crossroads Store," February, 1942.

Taylor, Frank F., "We'll Carry Anything That's Loose at Both Ends," February, 1942.

Robinson, Mabel L., Runner of the Mountain Tops, Random House, New York, 1939.

Sanders, Thomas E., Will It Pay Me to Go to High School?, Thomas E. Sanders, Racine, Wisconsin, 1922.

Schroeder, Joseph J., A Job in Banking, Science Research Associates, Chicago, 1941.

Spencer, George B., How to Be a Top-Flight Salesman, D. Appleton-Century Company, New York, 1940.

Spencer, Lyle M., and Burns, Robert K., Military Training and Jobs, Science Research Associates, Chicago, 1940.

Toland, Edward D., Choosing the Right Career, D. Appleton-Century Company, New York, 1939.

Vetter, Ernest G., Let's Fly, William Morrow and Company, New York, 1940.

Walton, Albert, Do You Want to Become a Foreman?, McGraw-Hill Book Company, Inc., New York, 1941.

Whipple, Wayne, The Story of Young George Washington, Henry Altemus Company, Philadelphia, 1918.

Willson, Dixie, Hostess of the Skyways, Dodd, Mead and Company, New York, 1941.

Winston, Robert A., Dive Bomber, Holiday House, New York, 1939.

Worthington, May, Sally and Her Kitchens, Dodd, Mead and Company, New York, 1939.

Yates, Raymond F., Science Calls to Youth, D. Appleton-Century Company, New York, 1941.

E. Materials:

Folders containing articles and pictures classified according to the vocation represented.

V. EXAMINATION:

Directions: Each of the following sentences can be completed by one of five words or phrases. Place in the parentheses at the left of the sentence, the NUMBER of the word or phrase which best completes the sentence.

( ) 1. If you enjoy outdoor activities most, you should not train yourself to be a:
(1) Farmer (3) Salesman
(2) Secretary (4) Forest ranger
(5) Dairyman.

( ) 2. On the average, the best financial investment you can make when you are of high-school age is:
(1) Leaving high school to accept a position
(2) Starting a savings account in a bank
(3) Buying shares of stocks
(4) Going through high school
(5) Purchasing attractive clothes.

( ) 3. In order to live, every person in civilized society depends upon the:
(1) Engineer (3) Dietician
(2) Nurse (4) Farmer

(5) Mechanic.

( ) 4. With additional education, a stenographer might advance to the position of:
(1) Telephone operator (3) Secretary
(2) Clerk (4) Saleslady
(5) Hostess.

( ) 5. Fingernails should be:
(1) Long (3) Pointed
(2) Highly polished (4) Neat and clean
(5) Very short.

( ) 6. The average employee is the one who:
(1) Does all he can to help the business
(2) Is anxious to improve constantly
(3) Has a real interest in his work
(4) Does what he is compelled to do
(5) Is ambitious.

( ) 7. Employers are constantly seeking the person who is:
(1) Avaricious (3) Listless
(2) Indifferent (4) Illogical
(5) Adaptable.

( ) 8. George Washington Goethals became an expert on:
(1) Tunnels (3) Canals
(2) Bridges (4) Subways
(5) Railroads.

( ) 9. A girl interested in culinary arts should be successful as a:
(1) Doctor (3) Nurse
(2) Oral hygienist (4) Veterinarian
(5) Dietician.

( ) 10. When you seek advice about the value of a high school education, listen to the advice of those who:
(1) Have not completed high school
(2) Enjoy school
(3) Dislike school
(4) Have had a high school education
(5) Are illiterate.

( ) 11. With additional education, a mechanic may become:
(1) A pattern maker (3) A compositor
(2) An engineer (4) A stonehand

(5) A plasterer.

( ) 12. Florence Nightingale was one of the greatest of all:
(1) Social service workers (3) Beauticians
(2) Dieticians (4) Teachers
(5) Nurses.

( ) 13. Practically all employers prefer a person who is:
(1) Poised (3) Slouchy
(2) Ill-at-ease (4) Self-conscious
(5) Apologetic.

( ) 14. The kind of business that offers opportunities for advancement is the one that is:
(1) Old (3) Dwindling
(2) New (4) Growing
(5) Degenerating.

( ) 15. Shoes, to be acceptable for business wear, should be:
(1) New (3) Flat-heeled
(2) Shiny (4) In good repair
(5) The latest style.

( ) 16. In comparison with carpentering, cabinetmaking involves:
(1) Less skill
(2) The same amount of skill
(3) Less training
(4) More skill
(5) Less experience.

( ) 17. One type of worker whose vocation is commonly called a seasonal occupation is the:
(1) Carpenter (3) Printer
(2) Dentist (4) Druggist
(5) Librarian.

( ) 18. In comparing the earning power of boys and girls at the age of 25 who had left school at 14 years of age to work and those who had started to work after graduation, a United States investigation showed on the average that boys and girls leaving school at 14 years of age earned:
(1) Slightly more than those who had graduated

(2) Slightly less than those who had graduated
(3) About the same as those who had graduated
(4) Decidedly more than those who had graduated
(5) Decidedly less than those who had graduated.

( ) 19. Anyone who likes to make every room comfortable and beautiful will be apt to be successful as:
(1) A textile designer (3) A landscape artist
(2) A photographer (4) A sculptor
(5) An interior decorator.

( ) 20. If you complete your high-school education and then join the armed forces of our country, you will be apt to:
(1) Have wasted three years of your time and money
(2) Encounter much injustice from those in authority
(3) Lack the perseverance needed for success
(4) Make a poor leader
(5) Advance in rank more rapidly.

( ) 21. When you apply for a position, the first thing that most employers will inquire about will be your:
(1) Political beliefs
(2) Educational background
(3) Financial status
(4) Avocations
(5) Chief interest.

( ) 22. The person who has the greatest opportunity to fix his ideas in the minds of many people is the :
(1) Journalist (3) Tree surgeon
(2) Bricklayer (4) Dairyman
(5) Paper hanger.

( ) 23. The study in which the engineer should excel is:
(1) Mathematics (3) History
(2) Drawing (4) Geography
(5) English.

( ) 24. A singer famous today in America is:

(1) Rachel Crothers (3) Fanny Farmer
(2) Lily Pons (4) Sonja Henie
(5) Sister Kenny.

( ) 25. Industry is making competition keener by:
(1) Lowering standards
(2) Keeping requirements stable
(3) Raising salaries
(4) Raising employment requirements
(5) Lowering salaries.

( ) 26. If you apply for a position, but there isn't any position open at that time, it is desirable to be:
(1) Desperate (3) Disgusted
(2) Annoyed (4) Courteous
(5) Crushed.

( ) 27. While you are working, your coiffure should be:
(1) Conservative (3) Disheveled
(2) Extremely simple (4) Slovenly
(5) Elaborate.

( ) 28. One field of endeavor which offers men and women extensive possibilities of advancement today is:
(1) Teaching (3) Aviation
(2) Clerical work (4) Truck driving
(5) Art.

( ) 29. Unskilled occupations provide:
(1) Slightly higher salaries than skilled occupations
(2) Slightly lower salaries than skilled occupations
(3) Salaries at exactly the same level as skilled occupations
(4) Decidedly higher salaries than skilled occupations
(5) Decidedly lower salaries than skilled occupations.

( ) 30. The field for clinical laboratory technicians is:
(1) Overcrowded
(2) Nearly overrun with workers
(3) Not crowded
(4) Open to men only

(5) Strenuous work.

( ) 31. A high-school education will:
(1) Develop your best qualities
(2) Spoil your chances for rapid success
(3) Make a boy or girl a petty complainer
(4) Create a tendency to fall by the wayside
(5) Not multiply your capabilities.

( ) 32. A field of work which should be considered an avocation rather then a vocation for most people is:
(1) Teaching (3) Farming
(2) Medecine (4) Music
(5) Stenography.

( ) 33. Jane Addams is an important name in connection with:
(1) Libraries (3) Education
(2) Law (4) Advertising
(5) Social service.

( ) 34. If you are doing the work that is ideal for you, it will be:
(1) Discouraging (3) Fun
(2) Tiring (4) Annoying
(5) Drudgery.

( ) 35. Anyone who is anxious to advance in business should:
(1) Study continually
(2) Think of nothing except business
(3) Learn to do work slowly and accurately
(4) Sacrifice accuracy for speed
(5) Be a clock-watcher.

( ) 36. Personal appearance in business is:
(1) Seldom noticed
(2) Occasionally important
(3) Not of much consequence
(4) Not important
(5) Usually important.

( ) 37. What most employees want today more than anything else is:
(1) More education and adaptability
(2) Completely educated employees
(3) Unskilled labor
(4) Very young people
(5) Employees who work like machines.

( ) 38. If you want to prepare to become a mechanic, take the:
(1) Liberal arts course (3) Commercial course
(2) Academic course (4) General course
(5) Industrial arts course.

( ) 39. The first thing to consider when you are trying to decide which vocation you are to pursue is:
(1) What your mother and father want you to do
(2) The occupation that pays the greatest salary
(3) Your interest and ability
(4) The vocation that your friend has chosen
(5) The field of work demanding the least preparation.

( ) 40. The most highly skilled carpenter is known as the:
(1) Hatchet-and-saw man (3) Beveler
(2) Foreman (4) Molding worker
(5) Cabinetmaker.

( ) 41. The fields of work in which the greatest numbers of employees are needed are:
(1) Managerial and supervisory positions
(2) Professional and technical fields
(3) Offices and sales situations
(4) W.P.A. and domestic service
(5) Semi-skilled and unskilled occupations.

( ) 42. The most ambitious waitress should strive for advancement in her own field of work to the position of:
(1) Cashier (3) Head waitress
(2) Manager (4) Order clerk
(5) Salad maker.

( ) 43. To be business-like clothes should be:
(1) Prudish (3) Extremely plain
(2) Fancy (4) Expensive
(5) Tailored.

( ) 44. The most valuable person in business is apt to be:
(1) Released first
(2) Ignored continually
(3) Retained as long as possible
(4) Hired temporarily
(5) Employed in part-time work only.

( ) 45. Ability to get along with co-workers is:
(1) Not necessary (3) Important
(2) Inconsequential (4) A trivial matter
(5) A simple task.

( ) 46. Melvil Dewey has done a great deal to help the:
(1) Dentist (3) Librarian
(2) Forester (4) Tree surgeon
(5) Architect.

( ) 47. The person who doesn't read a great deal but likes to make things and is more interested in concrete objects than with people is the:
(1) Artistically-minded person
(2) Photographer
(3) Journalist
(4) Forester
(5) Mechanically-minded person.

( ) 48. The greatest asset derived from an efficient high-school education is:
(1) Factual knowledge (3) Social contact
(2) Adaptability (4) Thinking power
(5) Self-confidence.

( ) 49. If you cannot actually visit the places where people work in order to decide what you want to do to earn your living, the second best thing is to:
(1) Use your own judgment and hope that you won't make a mistake
(2) Forget about work until it's time to start working
(3) Enjoy yourself while you can
(4) Read a great deal about vocations
(5) Pay little attention to those who have had some experience.

( ) 50. A person who can be taught to copy and to follow blindly will be considered well-educated by:
(1) An efficient employer
(2) An honest employer
(3) A well-educated man in business
(4) A wise leader
(5) A short-sighted business man.

( ) 51. The true artist is the one who:
(1) Has the habit of arranging things in order
(2) Enjoys chaos

Boston University
School of Education
Library

(3) Disregards color tone
(4) Doesn't comprehend value of color
(5) Fails to appreciate harmony.

( ) 52. The United States Government offers aviation training only to those who have a:
(1) High-school education
(2) Grammar-school education
(3) College background
(4) Military-school training
(5) Private-school education.

( ) 53. A person who is taller than average and has long arms usually is the best person to be:
(1) A bookkeeper (3) A clerk
(2) A stenographer (4) An accountant
(5) A telephone operator.

( ) 54. In order to avoid the possibility of unemployment in the future, each person should plan his education so that he will be trained:
(1) Generally in all fields of work
(2) In one major field and one or more closely allied fields
(3) For the first position that is offered to him
(4) Completely before he is hired
(5) Specifically in one skill.

( ) 55. One very offensive characteristic in business is:
(1) Friendliness (3) Kindness
(2) Aggressiveness (4) Sympathy
(5) Helpfulness.

( ) 56. Madame Curie and her husband discovered:
(1) Dynamite (3) Electricity
(2) Helium (4) Sulfadiazine
(5) Radium.

( ) 57. Ordinarily possibilities for advancement are open to those who:
(1) Know the right people
(2) Are slackers
(3) Are not interested in their work
(4) Are time checkers
(5) Prove they are capable.

( ) 58. Vertical lines in clothing should be:
(1) Avoided by short people
(2) Avoided by tall people

(3) Avoided by tall and short people
(4) Excluded from all wardrobes
(5) Avoided by neither tall nor short people.

( ) 59. In planning a college education, it is best to:
(1) Select the subjects you will study, and then select the college that you will attend
(2) Select a college, and then select the subjects you will study
(3) Select a college, and then seek advice from the officials at that college concerning your high-school program
(4) Try several courses in the high school to be sure that you really want to go to college
(5) Go to the college that your sister attended.

( ) 60. Many years ago, high school graduates were allowed to be teachers, but when we compare their salaries with teachers of today,we find that they:
(1) Received the same salary
(2) Received a little less salary
(3) Received a little more salary
(4) Received considerably less salary
(5) Received considerably more salary.

( ) 61. Those who work with people instead of things are:
(1) Electricians (3) Plasterers
(2) Bricklayers (4) Social workers
(5) Plumbers.

( ) 62. The greatest man in the field of electricity was:
(1) Edison (3) MacAdam
(2) Lavoisier (4) Phyfe
(5) Watt.

( ) 63. The years spent in high school cover the period of time when girls and boys are the:
(1) Least ambitious (3) Least impressed
(2) Most enthusiastic (4) Most care-worn
(5) Least interested.

( ) 64. Building bridges is the work of the:
(1) Mechanical engineer (3) Civil engineer
(2) Mechanic (4) Electrical engineer
(5) Draftsman.

( ) 65. A person trained as a stereotyper might be wise to develop skill in the work of the:
(1) Cabinetmaker and carpenter
(2) Plumber and tinsmith

(3) Radio mechanic and electrician
(4) Civil engineer and electrical engineer
(5) Proofreader and compositor.

( ) 66. An increase in salary usually means:
(1) A chance to relax
(2) An end to your worries
(3) A conclusion of hard work
(4) An addition to present responsibilities
(5) An opportunity to hire your relatives.

( ) 67. A personal characteristic which usually leads to success is:
(1) Evasiveness (3) Dissatisfaction
(2) Loquacity (4) Efficiency
(5) Criticism.

( ) 68. Lack of personal cleanliness is:
(1) Unavoidable (3) Sometimes offensive
(2) Not preventable (4) Seldom noticed
(5) Inexcusable.

( ) 69. After you have decided upon a vocation, the next step is to:
(1) Get a position
(2) Prepare yourself educationally
(3) Make friends with influential people
(4) Do only the required studying
(5) Forget the future.

( ) 70. Today, due to the fact that pencil and paper references are used by most prospective employers, it is desirable to obtain an educational background which is:
(1) Extensive (3) Mediocre
(2) Meagre (4) Limited
(5) Inadequate.

( ) 71. A nature lover is apt to become:
(1) A stereotyper (3) An oral hygienist
(2) A nurseryman (4) A painter
(5) A musician.

( ) 72. Helena Rubinstein is a famous:
(1) Nurse (3) Singer
(2) Beauty culturist (4) Dancer
(5) Skater.

( ) 73. C.P.A. stands for a:

(1) Carpenter's political agency
(2) Certified public accountant
(3) Civilian protective administrator
(4) City police association
(5) Commercial portrait artist.

( ) 74. Promotion usually:
(1) Develops prestige
(2) Provides less salary
(3) Creates barriers for success
(4) Breeds snobbishness
(5) Makes genuine friends dislike you.

( ) 75. To the majority of young people, the years spent in high school are:
(1) Not worth-while
(2) A waste of time and effort
(3) Beneficial to their health
(4) Detrimental to advancement
(5) Likely to develop nervous strain.

( ) 76. The duty of the advertising manager is to:
(1) Sell products for dealers
(2) Invent new products to be sold
(3) Think up ways to help dealers sell goods
(4) Design advertisements
(5) Know the cost of advertising in magazines.

( ) 77. If you are given a piece of work to do, it should be done:
(1) When you get to it
(2) When you are told to do it
(3) If you like to do it
(4) At the last minute
(5) When everything else is done.

( ) 78. Color schemes in clothing should be:
(1) Ignored (3) Gaudy
(2) Harmonious (4) Discordant
(5) Disregarded.

( ) 79. A field of work offering a greater number of opportunities is:
(1) Music (3) Motion pictures
(2) Law (4) Teaching
(5) Radio.

( ) 80. Employers, as a rule, will select an employee from the group that has graduated from high school:

(1) If the prospective employee isn't opposed to long hours
(2) If the other qualities of the young man or woman are equal to his or her educational qualifications
(3) If the person to be hired will work for a small wage
(4) If the individual will work strenuously
(5) If the prospective employee is highly skilled in his trade or profession.

CHAPTER IV

RESULTS OF THE LITERATURE UNIT FOR GRADE NINE

Genuine interest in vocations.-- During the first three weeks of March, 1942, a ninth grade English class taking the commercial course devoted its time to studying the unit appearing in chapter three of this thesis. The boys and girls were especially interested in vocations because they were trying to decide whether or not they should pursue the same field of study when they entered high school.

Nationalities of the pupils.-- The class was comprised of twenty pupils -- three boys and seventeen girls. Among these pupils, who were all born in the United States, eight had parents born in America, six had Italian parents, two had English and American parents, one had Lithuanian parents, one had Italian and American parents, one had French and American parents, and one had Brazilian and Italian parents.

Chronological and mental ages.-- The youngest pupils were fourteen years and four months old and the oldest pupil was fifteen years and eleven months old chronologically, while mental ages ranged from 80-119 according to the scores of the Otis Beta Intelligence Test.

Size of the families.-- Most of the children in the class were the youngest or nearly the youngest in their families. Table 1. illustrates the fact that many of the members of the class were from large families.

Table 1. Size of the Families Represented in the Experiment.

Number of Pupils	Number of Children in the Families	Number of Pupils	Number of Children in the Families
2	11	2	5
1	10	3	4
1	9	1	3
2	8	3	2
1	7	2	1
2	6	Total	66

Financial status of the families represented in the class.-- All pupils were members of families that lived in the poorest section of the city and were average or below average financially. The financial status of several of the families improved somewhat due to war conditions which have effected the salaries received for their labor. A great many of the pupils work after school hours to help support themselves.

Achievement test results.-- Prior to starting the unit of work, the Advanced Battery of the Stanford Achievement Test by Truman L. Kelley, Giles M. Ruch, and Lewis M. Terman was administered. The scores attained by the class on the literature test varied from 5.2- 11.1. The wide variation among a class of twenty pupils illustrated clearly the need of reading materials

suitable for pupils from grade five to grade eleven. Certainly no uniform textbook for all could accommodate the needs and abilities of the pupils within this class. As a result, the literature unit was planned to provide quantities of carefully graded reading materials concerning careers.

Construction and administration of the objective test.-- An objective test was constructed by the teacher including eight test items for each statement in the delimitation of the unit. The test was administered to the class before anything had been said to the pupils about the unit of work which was to follow.

Results of the pre-test.-- The scores on the pre-test varied from 33-64, and the fifty percentile was 47.5. Three pupils fell considerably below all others, and three others attained scores much higher than the rest of the class.

Procedure following the pre-test.-- After the pre-test, the introduction, which took the form of a lively and pertinent group discussion about careers interesting to the particular class involved, aroused a keen interest among the pupils for definite, factual information about vocations so that each individual might have a basis for his judgment concerning the selection of a course of study to be pursued in high school in preparation for life work.

Reading habits of the class.-- Before the introduction had been completed, the pupils were asking where they could find reading materials to answer their endless questions. This was especially encouraging because the instructor had been doing

all in her power for the previous six months to encourage the pupils to read because they really wanted to do so. Some degree of success had been attained, but this was the most outstanding expression of interest in reading by the pupils.

Reading materials for the unit of work.-- Books, magazines, and newspapers of all kinds had been examined carefully by the instructor when she prepared the unit of work. Some interesting reading materials were available in the classroom library, but many more were needed for the varied abilities of the pupils in the class. Through the cooperation of the librarian at the Brockton Public Library, the teacher was allowed to borrow a large quantity of books and booklets to supplement the supply already on hand. In this way, all the pupils were afforded ample opportunity to proceed to find answers to their own queries.

Change in the purpose for reading by the pupils.-- Suggestive activities in the unit assignment were read and discussed, and the pupils were free to read what they wanted to read. Compulsion was a thing of the past because it was entirely unnecessary. Following a brief discussion of the most outstanding materials on hand, the pupils indulged, as they later said, in more reading during the following two weeks than they had done during the preceding six months. This interest was due to a definite need felt by the pupils and also to the availability of interesting and widely graded reading materials.

Pooling of experiences.-- Following the extensive reading period which lasted for about two weeks, time was allotted for pooling of experiences. In this way, all pupils profited, not only through their own reading experiences and research, but also from the experiences of the other pupils in the class.

A typical example of work prepared freely by the pupils.-- One group comprised of five girls became interested in the activity suggesting the possibility of preparing slides to represent various occupations and lectures to accompany the slides. The group requested the teacher to assist them with the activity because they had never made slides before. They had no materials, so it was decided that the group and the teacher would purchase a dozen pieces of glazed-back glass. Another teacher had half a dozen pieces which she donated to the cause.

Following the purchase of the slides, one of the girls who was adept in art drew on the glass slides pencil sketches of occupations selected by the group. While she was busy with her task, the other girls prepared lectures to describe the occupations pictured including the necessary educational preparation and the personal characteristics necessary for success in the particular field of work. One of the girls volunteered to operate the stereoptican machine while the others presented the lectures.

The group had become so enthusiastic at their rehearsal that they had asked if they might invite the principal and the teacher who had donated some of the glass slides to attend the

final performance. The girls were rewarded for their efforts by a very appreciative audience. Everyone who attended the performance found several items in it that were of interest to him. Through extensive reading and research, a great deal of authentic material was included in the lectures. All felt that the time spent attending the presentation was invaluable.

This was only one activity which was typical of those prepared by all the members of the class.

Interpretation of the re-test administered following the three week's study of vocations.-- The test which had been administered previous to the study of vocations was repeated following the pooling of experiences. The pupils were unaware that this was part of the plan. The fifty percentile was 55.66, an increase of 8.16. Only two pupils fell considerably below the attainment of the rest of the class. One of these pupils had an intelligence quotient of 86, and the other had one of 98. The scores of the rest of the pupils were very regular. In fact, no pupil was more than one point higher or lower than the pupil nearest to him.

By adding Q to the median and by subtracting Q from the median in both tests, only one point and .66 of a point variationfrom the U.Q. and the L.Q. were found. Therefore, the scores apparently form normal distributions or very nearly normal distributions.

A perusal of Tables 2,3,4, and 5 which follow immediately

will give a very clear picture of the results attained by the three weeks spent on the literature unit, THE WORLD WE LIVE IN.

Table 2. Summary of Scores on the Teacher-Constructed Objective Test before and after Study

Items	Test Scores before Study	Test Scores after Study	Differences between (2) & (3)
(1)	(2)	(3)	(4)
Upper Quartile	53.0	61.0	8.0
Median	47.5	55.66	8.16
Lower Quartile	44.0	49.0	5.0
Range	9.0	12.0	3.0
Semi-Interquartile or Q	4.5	6.0	1.5

Table 3. Record of Achievement of the 20 Pupils Included in the Experiment

Pupils (1)	*C.A. (2)	I.Q. (3)	S.A.T. (4)	F.T.S. (5)	C.R. (6)	S.T.S. (7)	C.R. (8)	I.S.G. (9)
Ba.	15.2	119	11.1	63	15.5	64	8.34	1
Be.	15.1	110	6.1	56	8.5	63	7.34	7
Bi.	14.5	108	11.1	45	-2.5	63	7.34	18
Cap.	14.11	93	11.1	54	6.5	58	2.34	4
Cas.	14.6	113	8.5	46	-1.5	49	-6.66	3
Ch.	14.6	83	7.5	48	.5	57	1.34	9
Da.	14.10	110	11.1	45	-2.5	60	4.34	15
De.	15.6	101	6.8	61	13.5	56	.34	-5
Di.	15.11	90	5.2	35	-12.5	45	-10.66	10
Do.	14.9	102	11.1	64	16.5	66	10.34	2
Dun.	15.8	80	7.5	41	-6.5	47	-8.66	6
Duv.	14.4	103	6.5	47	-.5	51	-4.66	4
Fe.	14.10	86	6.6	33	-14.5	38	-17.66	5
Fr.	14.7	100	8.1	49	1.5	55	-.66	6
Gi.	14.4	93	7.6	50	2.5	53	-2.66	3
Go.	14.10	98	5.2	35	-12.5	35	-20.66	0
Gu.	14.4	110	5.8	48	.5	51	-4.66	3
Hu.	14.10	118	11.1	51	3.5	61	5.34	10
Jo.	15.1	95	7.3	41	-6.5	48	-7.66	7
Se.	15.5	93	7.6	47	-.5	55	-.66	8

* Explanation of the abbreviations used in Table 2:

(1) Names of the pupils listed alphabetically

(2) Chronological age

(3) Intelligence quotient -- Otis Beta Test Results

(4) Scores in literature in Stanford Achievement Test

(5) Literature test scores before study of the unit

(6) Position in regards to class median on (5)

(7) Literature test scores after study on the unit

(8) Position in regards to class median on (7)

(9) Score growth between scores attained in (5) and (7)

Table 4. Results of the Teacher-Constructed Objective Test in Literature before Study

Scores (1)	Frequencies (2)	Cumulative Frequency (3)
63-64	1,1	20
61-62	1	18
59-60		
57-58		
55-56	1	17
53-54	1	16
51-52	1	15
49-50	1,1	14
47-48	1,1,1,1	12
45-46	1,1,1	8
43-44		
41-42	1,1	5
39-40		
37-38		
35-36	1,1	3
33-34	1	1

Upper Quartile ----- 53.0

Median ---------- 47.5

Lower Quartile ----- 44.0

Table 5. Results of the Teacher-Constructed Objective Test in Literature after Study

Scores (1)	Frequencies (2)	Cumulative Frequency (3)
65-66	1	20
63-64	1,1,1	19
61-62	1	16
59-60	1	15
57-58	1,1	14
55-56	1,1,1	12
53-54	1	9
51-52		
49-50	1,1,1	8
47-48	1,1	5
45-46	1	3
43-44		
41-42		
39-40		
37-38	1	2
35-36	1	1

Upper Quartile ----- 61.0

Median ---------- 55.66

Lower Quartile ----- 49.0

CHAPTER V

TENTATIVE CONCLUSIONS

Reading by pupils prior to the experiment.-- The class of twenty pupils taking the commercial course who participated in the experiment reported in this thesis was an average group in the ninth grade. Somewhere through the first eight grades of school, they had apparently developed a dislike for reading. At any rate, they had never done much reading unless they were compelled to do so.

Comments of pupils following the experiment.-- Following the three weeks that were spent reading extensively about vocations, such comments as the following were made freely by the pupils:

> "Before I started reading books, magazines, and newspapers on various occupations, I wasn't certain that I wanted to be a secretary or a stenographer although I was interested in these vocations. After reading many books, magazines, and newspaper articles on these vocations, I know that nothing can change my mind about being a secretary or a stenographer."

> "During the past three weeks, I have learned to like to read."

> "I've enjoyed our work on careers immensely because of the new light on things that it gave me and the new fields of work it opened up to me."

> "Before we took up the subject of careers, I always thought that career books would be boring although I had not tried them. Now I am anxious to read more like those we have

been reading."

"I have done so much reading during the past three weeks that it has helped me to decide upon the career I want to follow."

"Before we studied careers, I was undecided about what I wanted to be, but after all the interesting books were read, I learned enough to make up my mind to become a beautician."

"Before I studied about careers, I didn't have the faintest idea about what I wanted to be. Now I know that I definitely want to be a secretary more than anything else."

"Before I wasn't very interested in reading, but I have enjoyed this so much during the last three weeks that I intend to continue reading about my chosen career."

"In the past three weeks, I think I have read more than I ever did in such a short time. It has proven to me that books can be a pleasure and not a bother."

"I had decided not to go to high school, but after the reading that I have done during the past three weeks, I realize that it will pay me to graduate from high school."

"During the past three weeks, I have done more reading than I have all year."

Surely such comments show that pupils can learn to enjoy reading.

Intensive versus extensive reading.-- Previous to this time, a uniform textbook about careers had been used to comply with the requirements for this phase of literature. The book was interesting, but the pupils never showed so much sincere enthusiasm as they did this year. The pupils not only learned to enjoy reading, but they learned those things that were pertinent for them to know concerning the selection of careers suitable for them to pursue when they leave the secondary

school. The textbook that had been used previously was not discarded, but it was supplemented by quantities of other reading materials. If pupils were to read literature in a similar manner throughout their school years instead of during one year, they would undoubtedly learn a great deal.

Unit organization as a solution to a major problem in secondary-school literature.-- The writer has become convinced that unit organization of literature is a solution to one of the major problems in secondary-school education today.

SELECTED ANNOTATED BIBLIOGRAPHY

Billett, Roy O., Fundamentals of Secondary-School Teaching with Emphasis on the Unit Method, Houghton Mifflin Company, Boston, 1940.

The book is divided into three parts. The first section contains a discussion of the secondary school, learning processes, and basic principles for the organization of secondary-school courses. The current thought and practices in the various fields of secondary-school education appear in the second section. The last part of the book includes concepts of unit organization, specimen units and unit assignments, teaching-learning cycle, and educative growth.

_____, Provisions for Individual Differences, Marking, and Promotion, Bulletin, 1932, No. 17, National Survey of Secondary Education, Monograph No. 13, United States Government Printing Office, Washington, 1933.

The volume is divided into four parts as follows:

I. Homogeneous Grouping and Special Classes
II. Plans Characterized by the Unit Assignment
III. Other Provisions and Planning a Program
IV. Marking and Promotion

The existing literature on individual differences is analyzed, current practice in the field is shown, and suggestions are made for further development of this practice.

Brink, William G., Directing Study Activities in Secondary Schools, Doubleday, Doran, and Company, Inc., Garden City, New York, 1937.

General problems in directing study activities, directing study activities in various fields of school work, and directing study activities in an integrated program are the topics discussed, and the point of view that is in harmony not only with the results of experimentation but also with recent advances in psychology and with our emerging philosophy of education has been maintained.

Broening, Angela M., Chairman, Conducting Experiences in English, A Publication of the National Council of Teachers of English, D. Appleton-Century Company, Inc., New York, 1939.

The report is a concrete account of the process of adjusting the English curriculum to a changing school population, a changing society, and a changing philosophy of education.

Hatfield, W. Wilbur, Chairman, An Experience Curriculum in English, English Monograph No. 4, National Council of Teachers of English, D. Appleton-Century Company, Inc., New York, 1935.

A commission of the National Council of Teachers of English with W. Wilbur Hatfield as chairman has compiled this outline of work in English from the kindergarten to college to illustrate important curriculum principles. Literature, reading, creative expression, communication, and corrective teaching are among the topics discussed.

Hovious, Carol, Suggestions for Teachers of Reading, Grades VII to XII, D. C. Heath and Company, Boston, 1939.

Current trends in the teaching of reading, techniques and methods, recreational reading, and testing are among the topics discussed in this pamphlet.

Pringle, Ralph W., The Junior High School, McGraw-Hill Book Company, Inc., New York, 1937.

The psychological approach is employed in dealing with problems in the junior-high school including problems relating to the selection and organization of subject content, methods of presentation, extracurricular activities, pupil control, and lines of advancement in the junior-high-school movement.

Rogers, Helen J. and Stone, Violet G., English Skills in the Junior High School, School Publication No. 338, Office of the Superintendent of Schools, Los Angeles, 1940.

The study includes a digest of the best recently published materials in professional journals and volumes and a review of a few plans and devices in reading, library skills, oral and written composition, and functional grammar for

the secondary school.

Smith, Dora V., Evaluating Instruction in Secondary School English, English Monograph No. 11, National Council of Teachers of English, Chicago, 1941.

This is a report of a division of the New York Regents' Inquiry into the character and cost of public education in New York State. The inquiry was undertaken to find out what the educational system of the state is accomplishing, how well its total program fits present-day needs, and what the costs and cost elements of that program are and should be.

_____, Instruction in English, Bulletin, 1932, No. 17, National Survey of Secondary Education, Monograph No. 20, United States Government Printing Office, Washington, 1933.

The national study was compiled following the analysis of 156 courses of study for junior and senior-high schools produced since 1925 by 127 cities in 35 states and actual classroom visitation and conference with teachers and supervisors in 70 outstanding junior and senior-high schools.

Spaulding, Francis T., Frederick, O. I., and Koos, Leonard V., The Reorganization of Secondary Education, Bulletin, 1932, No. 17, National Survey of Secondary Education, Monograph No. 5, United States Government Printing Office, Washington, 1933.

"The Reorganized Secondary School," "Recent Growth and Present Status of the Public Junior College," and "Special Reorganizations of School Systems" are the titles of the three parts of this volume.

Spears, Harold, The Emerging High-School Curriculum and Its Direction, American Book Company, Boston, 1940.

The challenge of reorganization is discussed emphasizing the current period as the turning point and indicating outstanding trends.

APPENDIX

KEY TO THE EXAMINATION

1. (2)
2. (4)
3. (4)
4. (3)
5. (4)
6. (4)
7. (5)
8. (3)
9. (5)
10. (4)
11. (2)
12. (5)
13. (1)
14. (4)
15. (4)
16. (4)
17. (1)
18. (5)
19. (5)
20. (5)
21. (2)
22. (1)
23. (1)
24. (2)
25. (4)
26. (4)
27. (1)
28. (3)
29. (5)
30. (3)
31. (1)
32. (4)
33. (5)
34. (3)
35. (1)
36. (5)
37. (1)
38. (5)
39. (3)
40. (5)
41. (2)
42. (2)
43. (5)
44. (3)
45. (3)
46. (3)
47. (5)
48. (4)
49. (4)
50. (5)
51. (1)
52. (3)
53. (5)
54. (2)
55. (2)
56. (5)
57. (5)
58. (2)
59. (3)
60. (4)
61. (4)
62. (1)
63. (2)
64. (3)
65. (5)
66. (4)
67. (4)
68. (5)
69. (2)
70. (1)
71. (2)
72. (2)
73. (2)
74. (1)
75. (3)
76. (3)
77. (2)
78. (2)
79. (5)
80. (2)

PERSONAL READING RECORD

SELECTION READ	AUTHOR	TITLE OF BOOK, MAGAZINE, OR NEWSPAPER	DATE OF COMPLETING READING	ONE-SENTENCE DESCRIPTION	ONE-WORD PERSONAL OPINION
Office Force	Cottler and Brecht	Careers Ahead	March 10	An interesting description of the work done in a business office.	Excellent
Will It Pay Me to Go to High School?	Thomas E. Sanders	Will It Pay Me to Go to High School?	March 10	This booklet explains the value of a high-school education.	Good
Office Work	Lingenfelter and Kitson	Vocations for Girls	March 11	Various office positions are explained.	Excellent
The Most Unforgettable Character I've Met	Robert Coffin	Reader's Digest	March 12	Here is a story about a man who did about every kind of work and did it well.	Good
Vocational Guidance	Edward Toland	Choosing the Right Career	March 12	This includes suggestions concerning how you should choose your vocation.	All right
Lou Gehrig	Richard Hubler	Lou Gehrig	March 14	Here is the biography of a great sport.	The best yet

This is the type work prepared by the pupils. See page 33.

PERSONAL VOCABULARY LIST

WORD	PRONUNCIATION	DEFINITION	USE
peruse	pĕ rōōz'	read attentively	Peruse the section that interests you.
vocation	vō kā' shŭn	occupation	Now is the time for boys and girls to think about their vocation.
career	kȧ rēr'	occupation	The work of the secretary interests me for a career.
indispensable	ĭn dĭs pĕn' sȧ bl	absolutely necessary	The more indispensable a secretary makes herself, the more valuable she will be to her employer.
ultimately	ŭl' tĭ māt lĭ	finally	Shirley Clayton overcame her initial failures with determination and fine spirit that ultimately enabled her to win.
pertinent	pûr' tĭ nĕnt	of importance to the subject at hand	Peruse the articles that are pertinent for you.

This is the type work prepared by the pupils. See page 34.

BOSTON UNIVERSITY
1 1719 02489 2046